DOCUMENT RESUME

ED 350 266 SP 034 027

AUTHOR Harrison, Antoinette Fuhr
TITLE An Assessment Tool for Teachers and Students: Harrison's Instructional Design. A System for Increasing Knowledge, Internalizing Concepts and Experiences and Creating a Climate for Learning.
PUB DATE 92
NOTE 24p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Accountability; Behavioral Objectives; *Competency Based Education; Educational Media; Elementary Secondary Education; Higher Education; *Instructional Design; *Student Evaluation; Student Participation; Teacher Made Tests; *Teaching Methods
IDENTIFIERS Outcome Based Education

ABSTRACT

This manual outlines an instructional design technique, Harrison's Instructional Design (HID), which gives teachers of K-12 and postsecondary students a model for creating and stating the educational experiences they intend to provide for their students. Instructional design is a method of instructional planning that effectively reduces personal prejudices and biases in the learning environment. Students work toward present objectives matched to predetermined standards, with assessment geared to authentic learning tasks. HID can be used for a variety of subjects. The 14 elements or steps of HID are outlined, and a worksheet is included for use in applying HID principles. The sequence of 14 steps focuses on these topics: subject, grade, goal, purpose, topics (units), pre-test and key, topic (unit) content, objectives (for each topic), post-test and key, teaching and learning media resources, teacher/student participation, enrichment activities, evaluation (the cycle begins again), and bibliography. Examples are given which demonstrate how these steps are applied to specific subject areas and grades. Instructional design worksheets are appended. (IAH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED350266

AN ASSESSMENT TOOL FOR TEACHERS AND STUDENTS
HARRISON'S INSTRUCTIONAL DESIGN

A SYSTEM FOR INCREASING KNOWLEDGE, INTERNALIZING CONCEPTS AND EXPERIENCES

AND

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Antoinette F. Harrison

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

CREATING A CLIMATE FOR LEARNING

Copyright 1992 Eductech Network

SP034027

BEST COPY AVAILABLE

A GUIDE TO CREATING

AN EXCITING ENVIRONMENT

FOR

STUDENT AND TEACHER SUCCESS

USING

AN INSTRUCTIONAL DESIGN INCORPORATING

A SYSTEM OF OUTCOMES BASED EDUCATION

Designed by

Antoinette Fuhr Harrison, Ph.D

Harrison's Educational Network

731 Terrace Street
Muskogee, Oklahoma 74401
(918) 683 3419

Copyright 1992 Eductech Network

ACKNOWLEDGEMENT

This last draft of Harrison's Instructional Design would never have been possible without the Library Media 3443, Techniques of Media Utilization students, from January 1977 through December 1990. These students wrote their own instructional designs from the format supplied to them. Each student had to accomplish a task that we humans are loathe to do, take risks and think independently.

The students were given this format to help them identify the exact steps necessary for effectively setting forth goals and objectives: what a teacher needed to be effective, objective (when important) and time to be caring and supportive of the students entrusted to them.

The term "instructional design" is certainly not original with me. Books have been written on the subject to explain a method of instruction that effectively reduces personal prejudices and biases in the learning environment.
No matter how you feel about a student, if that student attained preset objectives matched to predetermined standards, assessment would be geared to authentic learning tasks.

I would be most ungrateful if I did not acknowledge the support of my office staff who gave unstintingly of their time. Donna Martin, my assistant, is unfailingly supportive in accepting added responsibilities during this writing. Susan Parks, who is working toward a degree in education, accepted the chore of editing this manual. She was joined by her husband, a teacher in the public schools. Their suggestions increased the readability of this material and ensured that it is again teacher-tested. The other person who is responsible for completion of this document is Alan Moore, our computer laboratory technician, who answered every cry for help,while I learned Microsoft Word, My thanks to each of you.

Antoinette Tuhn Harrison

February 25, 1992
Winfield, Kansas

Copyright 1992 Eductech Network

PREFACE

When I came to NSU, in the Spring term of 1978, I had, to my knowledge, not heard the term instructional design. Literally, tossed into an unfamiliar classroom situation, teaching Media Utilization, I relied on two things, "on the job training" from Mr. Tom Johnson, who had taught the class for a number of years and on what Tom Selleck, in Magnum, P. I,, called his "little voice". Using both, I designed a format that helped students enrolled in Media Utilization assess the usefulness of several projects they completed based on their choice of subject and grade level that could be used in a classroom setting.

These United States of America began a grand design never attempted in any other country: that is to educate all its citizens and allow them to enter and exit the educational system almost at will. We do not teach just math, or science. or literature for its own sake. We teach so this country of ours can remain free and generations to come will learn from our mistakes. There is a given in th is world: we will either learn to live together or we will surely perish together.

I hold teaching to be a calling, tantamount to being called to the ministry, a sacred trust. I take the call to teach very seriously. What I do not take very seriously is myself. I am often the butt of my own jokes and faux pas. I do, however, bring joy and hope into the classroom.

A community, a state and a nation would do well to decide which values are vital for the kind of world we want to inhabit. Based on that information, educational programs at both higher education and vocational education would be designed to reflect those findings. Some call this action "designing down". Whatever the terminology used it would be a proactive approach to solving many of our nation's problems. We mouth the idea that educational is the key to progress in our country and in the world but we act as though we are chickens tossed into a barn with a fox. We scatter in all directions running over each other in our haste to get out of the way. Little knowing that if we banned together we could solve our problems.

Student assessment and teacher accountability is upon us. We've given it a new name: Outcomes Based Education. In 1977 at the University of Oklahoma it was termed: Instructional Design, a systems approach to teaching and learning. I learned at the University of Oklahoma that the learner must be able to use the skills and information we give them to help make this world a safe and productive place in which to live. From living many years in Europe, Africa and in the United States, I learned we must begin to count our similarities and likeness. We must actively celebrate our diversity within the safe and protected environment of our classroom. These are our laboratories for honing life-skills and values.

Copyright 1992 Eductech Network

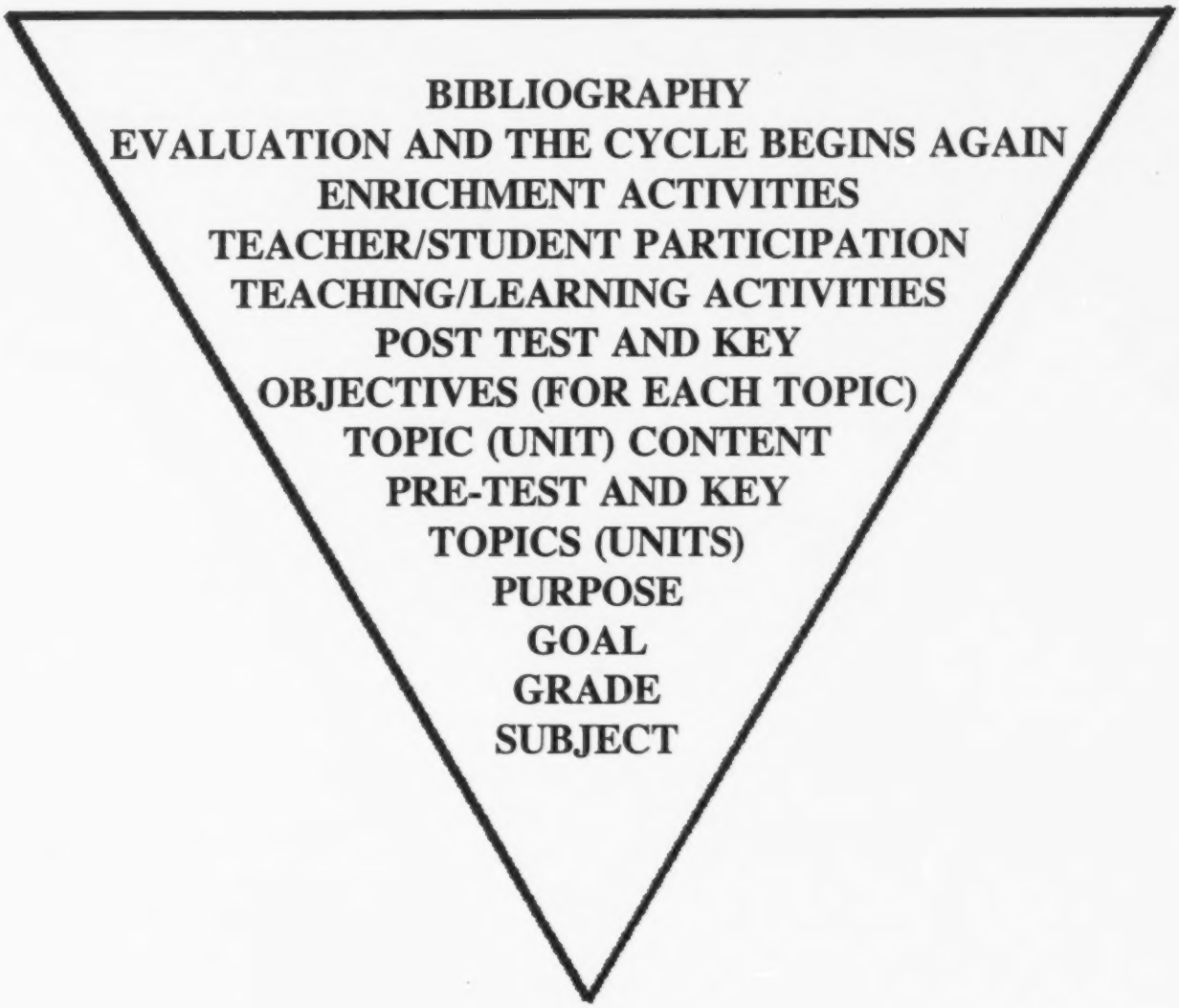
An experience, I had when I was working toward a terminal degree at the University points up the need for our citizens in all walks of life to be able to "think independently". I call it my "Ham Sandwich" story. On the way to the library at the University of Arkansas, my husband and I drove through this small community where they sold marvelous apple cider and honey. We stopped to purchase the cider and honey and our noses caught this tantalizing aroma of baked ham. We'd not had lunch and thought we have it here. When we walked into the area , there were a number of people at the counter, sort of standing around. Not to be intrusive, we waited what we thought would be our turn, but no one was moving. Shouldering my way toward the waitress, I asked to purchase two ham sandwiches. The nice looking lady said,"No". I must say that I was taken aback and thought she meant she did not want to serve us. On asking for a reason, she explained that they had run out of bread and had sent down the road to the nearest town to purchase some, and then she would be more than happy to sell to us. Smiling in relief, I replied that the bread was not important. Anyway, I was on a diet and didn't need the bread. She relied that she could not. I assured her that I did not mind paying the regular cost of the sandwich, bread or no. Her rely was that she could not sell a sandwich without bread. We left without the ham. I do not know what instructions she had been given, but surely missing a sale for lack of two slices of bread should not have been one of them. For what ever reason or culmination of life experiences, she was unable to think independently in order to reach a decision that might have benefited the owner. We probably were not the only persons who were turned away that day.

The use of this instructional design will give you a model for creating and stating the educational experiences you will provide for the students in your classroom. The next step is to assess their progress and deterrmine where you, as teacher, need to make changes. The first two weeks or so of every new school year are rewarding if they are used to pre-test students, in every subject. The purpose is to identify their strengths and weaknesses and begin teaching at the student's current level. There is no need to repeat what they already know or to give them material that is too advanced. There is no way to gauge a student's current level of knowledge or comprehension in any of the learning domains without pre-testing them. Frequent administration of, well designed teacher-made tests as you progress from unit to unit and within each unit will signal to you and to students what is and is not working. This then is my gift to you: Harrison's Instructional Design, begun the Spring semester, 1977 at Northeastern State University and at the University of Oklahoma for the next two yars.. This design is and will continue to be in a state of revision. Planning, teaching, evaluating and revising keeps me in a state of becoming: becoming a better person and thus a better teacher and the cycle goes on and on.

Copyright 1992 Eductech Network

Increased Knowledge

Internalized Concepts and Experiences



Mimimum Knowledge

Concepts and Experiences

Copyright 1992 Eductech Network

HARRISON'S INSTRUCTIONAL DESIGN

Each element of the design is listed below as steps, 1-14. Following is an explanation of the specific element and example(s). The idea is to follow Harrison's Instructional Design (HID) for each subject taught,K-12, and for post secondary education. Post secondary education includes vocational and technical schools and all of higher education. HID's schemata depends on the subject, grade level, knowledge of students generally and that gained from pre-tests administered at the beginning of the semester. This is one of the most accurate methods of identifying exactly what the student needs to learn. As Subject Matter Experts (SMEs), our experience is essential to the choice and application of a specific mode or method of providing a productive learning environment.

CONTENTS

1. SUBJECT
2. GRADE
3. GOAL
4. PURPOSE
5. TOPICS (UNITS)
6. PRE-TEST AND KEY
7. TOPIC (UNIT) CONTENT
8. OBJECTIVES (FOR EACH TOPIC)
9. POST TEST AND KEY
10. TEACHING/LEARNING MEDIA RESOURCES
11. TEACHER/STUDENT PARTICIPATION
12. ENRICHMENT ACTIVITIES
13. EVALUATION AND THE CYCLE BEGINS AGAIN
14. BIBLIOGRAPHY

Copyright 1992 Eductech Network

Now that the 14 elements are designated, let's go to work. For numbers 1 & 2, choose a subject and grade level that you will be certified to teach, either in a public or private school. Remember that the subject must be one taught in the school where you are working already or plan to be hired.

For our purposes, let's choose 6th grade science. (Examples are from an Instructional Design by Tammy Jackson who was enrolled in Techniques of Media Instruction with me during the fall semester, 1985). Use the attached form for this exercise.

1. **SUBJECT**. Choose a subject you have taught or would like to teach and write it in.

2. **GRADE**:. State a grade level of your choice.

Before writing your goal, please note that, your goal is always what you expect the students in your class to accomplish during the nine or ten months they are with you. However, the goal is stated in what I refer to as global terms, i. e specific to the course but general in its concept..
Tammy wrote:

3. **GOAL: TO HELP STUDENTS UNDERSTAND THE APPLICATIONS OF SCIENCE.**

Write what you think your goal might be using Tammy's model. At this point do not strive for perfection, write something. It can be polished later. Just write what it is that you want your students to gain in understanding and feelings. The goal reflects both the cognitive and affective domains and does not have to be written in behavioral terms. It is much like your goal to become a teacher, a parent, etc. The goal of becoming a teacher is global or general in its concept although it is specific in its application to becoming a teacher or a parent. The specifics are worked out when objectives are stated and experiences for learning are arranged.

Now to the purpose. Begin the purpose statement with:

SO THAT

This statement defines the importance of the goal and its relevance to the learner's life. Sometimes, I think that students do not learn information we present to them because we forget to show them how that information can be immediately used. Tammy has written:

Copyright 1992 Eductech Network

4. **PURPOSE: SO THAT THEY (the students) WILL BE AWARE OF THE WORLD AROUND THEM AND WILL BE ABLE TO FUNCTION AS RESPONSIBLE CITIZENS, or another example:**

SO THAT THE STUDENTS COULD APPLY SCIENTIFIC PRINCIPLES TO EVERYDAY LIFE.

Here they are together as they might appear in your design.

3. **GOAL: TO HELP STUDENTS UNDERSTAND THE APPLICATIONS OF SCIENCE.**

4. **PURPOSE: SO THAT THE STUDENTS WILL BE AWARE OF HE WORLD AROUND THEM AND WILL BE ABLE TO FUNCTION AS RESPONSIBLE CITIZENS.**

4A. **SO THAT THE STUDENTS COULD APPLY SCIENTIFIC PRINCIPLES TO EVERYDAY LIFE.**

5. **TOPICS:** list the topics you plan to cover.

List two or three areas you would cover in class. Remember to have an eraser handy. Lots of erasing is permissible. The topics don't have to be listed in their final order. Sequencing will come and the work can be polished later. The object is to get your ideas on paper.

For the 6th grade, Tammy chose the following topics: (The idea is to divide into workable sections the affective, cognitive, psychomotor and interpersonal skills and information you plan to present to the class over a given period of time.)

5. TOPICS;

I. THE HUMAN BODY

II. THE UNIVERSE

III. THE PLANT KINGDOM

IV. PROPERTIES OF MATTER

V. THE WEATHER

Copyright 1992 Eductech Network

In the best of all worlds, you would have time to administer the pre-assessment instrument and then plan select, modify or design specific educational methodology and materials. In fact, you already will have had to do some planning , but HID allows you to pull from it what you need. For instance, you will have formulated in your test bank, pre-test and post test questions, topic content and objectives. If these are on 4 x 6 cards in a file box you can pull out the questions, content and objectives based on the results of the pre-test and use them to formulate assessment instruments. The process will be more efficient and productive because you formulated the material when it was fresh in your mind.

Nevertheless, the topic content, pre-test, post test and objectives can be written in concert, i. e. , as you plan the topic content and the objectives you can write the pre-test and the post test. Have available your cards. I suggest you write the question on one side as you pose the question and the answer on the other; one question and answer per card. However, the ideal would be to write several question-answer cards of differing levels of ability and requiring application of the three domains of learning, affective, cognitive, psychomotor and another area of interest, interpersonal skills. Included in the test bank would be questions in several formats, essay, short answer, multiple choice, fill-in the blank and the like. Number the cards to correspond to the topic content outline.

The same information is tested in the post test as in the pre-test. The difference is that the pre-test questions are simple (not simplistic) and direct. An example:

6. PRE-TEST AND KEY

6th Grade Science
PRE-TEST

NAME_____**DATE**_____**SCORE**____

DIRECTION: READ EACH QUESTION CAREFULLY AND RESPOND DIRECTLY TO THE QUESTION.

PART ONE. The Human Body (write the appropriate letter in the space provided.)

_____**1. What is the organ that pumps blood?**
A. The heart B. The lungs C. The liver

Copyright 1992 Eductech Network

While in the post test, questions might be posed in this mode:

9. POST TEST AND KEY

6th Grade Science
Grade Science
POST TEST

NAME_____DATE_____SCORE___

DIRECTIONS: READ EACH QUESTION CAREFULLY AND RESPOND SPECIFICALLY TO THE QUESTION.

PART ONE. The Human Body (Write the appropriate answer in the space provided.)

1. The organ pumping our life blood is the_____

1a. Draw a picture of that organ, label the parts using the *schemata we used in class.

1b. Discuss each part briefly, describing its function to the whole.

1c. In your own words relate a myth you discovered in your readings concerning that particular organ of the body.

*Schemata may appear to be too large a word for this level of student. Why not introduce this word in the vocabulary.

Copyright 1992 Eductech Network

Here is an example that might be used in 3rd or 4th grade mathematics. In pre-tests, the questions ought to be based on the present level of the students. Let's say that they are doing simple addition and/or subtraction.

MATHEMATICS
PRE TEST

NAME_____**DATE**_____**SCORE**___

DIRECTIONS: READ EACH QUESTION CAREFULLY AND RESPOND DIRECTLY TO THE QUESTION.

2	6	8	9	4
+3	+4	+6	+10	+8
———	———	———	———	———
10	20	16	25	20
-8	-12	-10	-22	-25
———	———	———	———	———

MATHEMATICS
POST TEST

NAME_____**DATE**_____**SCORE**___
DIRECTIONS: READ EACH QUESTIONS CAREFULLY AND RESPOND DIRECTLY TO THE QUESTION.

1. Mary came to visit John and brought a dozen apples in a basket from her father's orchard. John ate one of them and gave one to his baby sister, Peggy. Peter, another friend, came and brought 6 oranges from a nearby store and ate one of Mary's apples. How many apples were left.

What differences do you note in the pre-and post tests?

You can readily see that the problems in the pre-test are seeking to find out how well the students can add one-and two-digit numbers. The post test assesses how well

Copyright 1992 Eductech Network

they handle addition and subtraction concepts with one- and two-digit numbers. Seek to have the students learn the basic concepts of any subject and then provide experiences that will help them internalize that information or those skills. Then the learner can claim ownership. For instance, when you first drove to an unfamiliar destination, you chose the route pointed out to you by a more experienced traveler whom you trusted. After you had traveled that route several times and became familiar with the surrounding area, you suddenly discovered that the same destination could be reached by several other directions. Didn't you feel a thrill of discovery at the realization that now you had the freedom to choose which ever route took your fancy. Think how a student must feel, when the same kind of discovery is made in the learning situation.

One excellent method to use in writing test questions is to begin the task as you prepare the objectives. The information is fresh in your mind and essential resources are within reach. On each card you might list any essential resource information such as, title and author of book or article, page number(s)s, call numbers of a library resource, where the information was located, names of colleagues, laymen or other people to whom you used as resources, so that it is accessible. (In your packet are cards-for pre- and post test questions.)

As you formulate objectives begin to write pre-and post tests in varying degrees of difficulty.

8. OBJECTIVES

One of the reasons for behavioral objectives is to help us as professionsals be fair to all the students in our classes. It is so easy to assume that the nice middle class child who comes to school well groomed, and well mannered is a reflection of our own preconceived middle-class values. This student is a model to whom we easily give our approval and acceptance which is reflected in "good grades". Too often we attribute knowledge to them that they do not actually exhibit. To the other child who is different, sometimes neither well groomed nor well mannered, we ascribe a low level of ability, believing that the child cannot possibly achieve. We fall victim to myths we have grown up with and accept as fact.

Writing objectives with the beginning phrase:

Each student will be able to..

followed by an active verb which is a behavior-able verb; a verb that is observable, and expresses the behavior that you wish the student to exhibit as a result of the learning process. Behavioral objectives are to be written for each sub-item in the Topic Content Outline. As teachers we enjoy using certain words, but they are not useful in writing behavioral (outcomes based) objectives. Five of them are:

Copyright 1992 Eductech Network

1. know
2. recognize
3. learn
4. understand
5. be aware of

Let's seek verbs that convey exact behavioral expectations. The are word such as The student will be able to: identify, create, justify, describe compose conduct, reconstruct, reduce , verify, analyze, interpret, evaluate, design, execute, recreate. According to Heinich (1989), behavior objectives should contain three distinct elements:

(1) the objective;
(2) the conditions under which the objective is to be demonstrated, and
(3) how much of the desired behavior is passable.

I believe that for K-3 students many expectations can reach 100 per cent. An example would be in the addition, subtraction, division of one digit numbers, if a student has mastered the concept of addition, etc., and if that student is not sick, hungry, sleepy, has all mental facilities, no problems should be misssed. Mistakes are a red flag that there are misconceptions lurking about and must be uncovered. I believe that this is true in all basic courses. And if the teacher is given administrative support in the area of trying new ideas in the classroom, given a person who can be trained to be a teacher's aide, that teacher can become a detective,

7. Topic Content Outline	8. Objectives
I. The Human Body	I. The Human Body Each student will be able to:
A. Structure of systems	A. List the systems of the body
1. Skeletal	1. Identify selected bones and describe where they are located.
2. Circulatory	2. Identify the organs of the circulatory system

9. POST TEST AND KEY: SEE ATTACHED WORK -SHEET AND PREVIOUS PAGE FOR STEP 9.

10. TEACHING/LEARNING MEDIA RESOURCES

Copyright 1992 Eductech Network

I believe that teacher and student interact on three distinct levels:

(1) Teacher to large group or class;
(2) teacher to small group or committee, and
(3) teacher to one on one with student or through independent study.

At this point the teacher will decide what media other than the textbook will be used with the class and under what conditions with groups 1, 2, or 3

Following is a suggested list of media to choose from:

1. bulletin boards
2. spirit masters
3. felt boards
4. puppets
5. graphs
6. posters
7. slides
8. transparencies
9. field trips
10. textbooks
11. models
12. storytelling
13. book talks
14. 16mm film
15. filmstrip
16. video tape
17. records
18. live guests (human. plant, and animal)
19. computer
20. CDs
21 book, magazines, calendars
22. maps
23. the local grocery store, beauty shop, park, jewelry store, police station, dentist, chiropractor

The list goes on to include anything or anyone who is legal and ethical that can provide a vital learning experience for the students. The belief that students learn quietly in their seats is a stone age myth.

Add some of your own ideas and make a list. Mark the ones you would use with a large group (1) a small group (2) and one on one (3).

Copyright 1992 Eductech Network

11. STUDENT/TEACHER PARTICIPATION:

as you carefully choose each medium and plan how to use it during the fall and/or spring terms of your school year, you will want to outline what you need to do in preparation for teaching the areas you have selected. Again, your selections are based on the students pre-test evidence. Each medium chosen will make a planned contribution to a specific objective and to the overall goal of your class and the mission of your school.

Your college methodology and psychology classes will have instructed you in the modalities of learning. There are certain cause-effect or predictable reaction on the part of your students so that you can gauge the completeness and effectiveness of the scope and sequence of the course work you have planned. You probably remember that each class preparation has three elements that govern your own behavior and preparation. Those elements are

(1) what you and your students do **before** class,
(2) **during** class and
(3) **after** class (as a result of the presentation.)

There are a minimum of 180 teaching and learning days. What do you want your students to know (in its fullest sense) on that 180th day that they did not know on the 1st day? What experiences will they have had that were exciting, hard work, but fun, and in the end rewarding? What will they take from your class that they can build on in the next grade or in the next class? What will they remember that they will count worth while? You have planned well; rehearsed your part and now the "moment of truth is at hand". Your class presentation which began back when you were first writing objectives, correlating those multitude of ideas and preparing a test bank. Student and teacher have distinct and separate roles of participation.

PLAN FOR TEACHER/STUDENT PARTICIPATION (These media are from the items in the list TEACHING LEARNING MEDIA.(Step 10)

1. TEACHER

Bulletin Board: BEFORE:	**DURING**	**AFTER**
Choose student committee	**Volunteer to serve**	**Discuss Committee experience**
Teacher research topic with student;plan interactive board	**Explain board Make assignment**	**Discuss evaluation; understanding of**
Select, design material	**Ask/answer**	**Review concepts**

Copyright 1992 Eductech Network

Put up board	**questions**	**not fully understood**
	Discuss evaluation procedures	**Evaluation**

STUDENTS

Discuss topic	**Ask question**	**Plan project**
Research topic	**Record assignment**	**Respond to**
Assist in selection design of materials	**Interact with board**	**Evaluation Question concepts not fully understood Work on and present projects as demonstration of understanding of concepts.**

You get the idea. No matter how much we think we can store in our memories, unless we use some sort of schedule as above, we invariably forget something. The first time HID is used it may appear that much time is consumed. It is time well spent, as you will learn if you practice this process. You will become a more effective and relaxed teacher which will be reflected in relaxed students eager and ready to learn, even at secondary and post secondary levels. Additionally, students will learn to become responsible for their own learning and will become the critical thinkers, caring individuals, productive and responsible citizens this country and the world so desperately need.

12. ENRICHMENT ACTIVITIES:

Enrichment activities have been termed "quest activities" by some students because the activities are in part based on the "quest" for teaching the whole child. The concept for teaching the "whole child" is not a new concept and you will have encountered it in reading professional journals and periodicals. Some time during your teaching career, you will have children of differing cultural and ethnic backgrounds, children who are inconvenienced by blindness or hearing problems, or some other physical **(Let me repeat "physical not mental)** disruption.

Copyright 1992 Eductech Network

The activities are not rewards but are natural extensions of the class work itself. They may reflect each of the domains of learning (affective, cognitive, psychomotor) as well as the interpersonal skills area. The activities are ones that all of the students can participate in regardless of academic level within the class or any kind of physical inconvenience. Activities could help students experience other ethnic or cultural groups, what it means to be bound to a wheel chair, on crutches, or to have eyesight or hearing loss.

13. EVALUATION AND THE CYCLE BEGINS AGAIN

At intervals during the semester or school term some formof normative evaluation have been conducted, i.e., continually checking that the concepts are being understood in a manner the student can internalize, claim ownership, and demonstrate as having " learned". Summative evaluation comes when the student shows cumulative knowledge and demonstrative ability in each of the four areas carefully orchestrated for the student's environment, cognitive, affective, psychomotor and interpersonal.

14. BIBLIOGRAPHY

The bibliography is a device to help retrieve valuable information and resources. List print materials and audio-visual resources with call numbers, titles, page numbers, telephone numbers, and names and addresses of human resources.

With the completion of this process, you have a tool that can be used to increase your effectiveness and efficiency as a professional and your own and your students self-esteem as caring and productive human beings. As a teacher you must be accountable for what you have contracted to teach, HID can help you reach that goal in a way that truly provides a climate for learning.

Good luck, teachers!! Remember that you hold the future of this country in your hands. Guard it well. When you chose to teach, you made a solemn promise. I have the utmost faith in you. The students who have been in my classes over the years, have rewarded me by recommending this class to other students and by returning to remind me that "although they had to work hard and experiences frustration" it was worth it because they learned. By the way the "hard work and frustration" was to learn to think critically and independently, to have faith in their own good judgment, based on as much information as they could gather. What we as teachers must do is to give them the appropriate thinking tools necessary for the future and to remind them to pay attention to the "little voice" within.

POST SCRIPT

Copyright 1992 Eductech Network

In any given community,priorities must be set for goals for citizens who would be productive, caring, intellegent , and thoughtful. We want citizens who understand and appreciate music, art and theater;who would be accepting of diversity; who will take care of this fragile planet and pass it on to the next, and the next generation. A population is needed who understands that honest labor is fulfilling and desirable; that a country as rich and blessed as ours, having the best technology, can develop jobs for all its citizens and that there is hope and space for dreaming and making those hopes and dreams come true.

Copyright 1992 Eductech Network

HARRISON'S INSTRUCTIONAL DESIGN

WORKSHEET

1. **SUBJECT**_____

2. **GRADE (level)**_____

3. **GOAL: To help students**_____

_____

_____

_____

4. **PURPOSE: So that the student**_____

_____

_____

_____

5. **TOPICS** **I.**_____

II._____

III._____

IV,_____

V._____

VI._____

(If you need more space use the remainder of this sheet of paper)

Copyright 1992 Eductech Network

USE SEPARATE SHEETS FOR THE FOLLOWING AND HEAD EACH WITH A DIFFERENT ITEM:

6. **PRE-TEST KEY**

7. **TOPIC CONTENT (Outline)**

8. **OBJECTIVES (For each item in the topic content outline; there may be several objectives for each item.)**
   EACH STUDENT WILL BE ABLE TO:...

9. **POST TEST AND KEY**

10. **TEACHING/LEARNING ACTIVITIES**

11. **TEACHER/STUDENT PARTICIPATION**

12, **ENRICHMENT ACTIVITIES**

13. **EVALUATION AND PLANNING**

14. **BIBLIOGRAPHY**

Copyright 1992 Eductech Network

HARRISON'S INSTRUCTIONAL DESIGN

WORKSHEET

1. **SUBJECT**_____

2. **GRADE (level)**_____

3. **GOAL: To help students**_____

_____

_____

_____

4. **PURPOSE: So that the student**_____

_____

_____

_____

5. **TOPICS** **I.**_____

II._____

III._____

IV,_____

V._____

VI._____

(If you need more space use the remainder of this sheet of paper)

Copyright 1992 Eductech Network

USE SEPARATE SHEETS FOR THE FOLLOWING AND HEAD EACH WITH A DIFFERENT ITEM:

6. **PRE-TEST KEY**

7. **TOPIC CONTENT (Outline)**

8. **OBJECTIVES (For each item in the topic content outline; there may be several objectives for each item.)**
   EACH STUDENT WILL BE ABLE TO:...

9. **POST TEST AND KEY**

10. **TEACHING/LEARNING MEDIA RESOURCES**

11. **TEACHER/STUDENT PARTICIPATION**

12, **ENRICHMENT ACTIVITIES**

13. **EVALUATION AND THE CYCLE BEGINS AGAIN**

14. **BIBLIOGRAPHY**

Copyright 1992 Eductech Network